

**Revised Common Core State Standards and Assessments:
K-12/Postsecondary Alignment Grant Proposal**

Optional Activity

**Submitted to
Rockefeller Philanthropy Advisors**

**By
Louisiana Board of Regents**

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E. Optional Activity

1. Needs

The need to develop bridge courses for high school students who are not prepared for entry-level credit-bearing college mathematics and English courses has already been identified at national and state levels. PARCC has identified the need for postsecondary and K-12 educators to work collaboratively to develop college-ready tools for students who have gaps in their college-ready and career-ready academic preparation and want to close those gaps prior to leaving high school. Louisiana's Remedial Education Commission has identified the need to develop innovative strategies and courses to reduce the number of high school graduates who need to take remedial courses once they enter college. Louisiana is an ACT state with high school students already taking Explore at the 9th grade level, Plan at the 10th grade level, and the ACT at the 11th grade level; thus, strategies are needed to use relevant data from these assessments during high school students' careers to help them during their 12th grade year to obtain the necessary ACT scores for placement in entry-level credit-bearing mathematics and English courses. This need was also discussed by Louisiana's Blue Ribbon Commission for Educational Excellence who was charged during 2011-12 to develop a set of recommendations to help prepare students who would not be career and college ready once new Common Core State Standards and PARCC assessments are implemented in Louisiana. A specific recommendation identified by the Commission was the following: *Action 6.3: Develop a clear set of steps for schools to follow when PARCC assessments and ACT scores are used by middle and high schools as an early measure to indicate that students are not on-track to attain the PARCC cut-off scores needed for placement in entry-level credit-bearing English I and mathematics college courses.*

Since submitting the original proposal to Rockefeller Philanthropy Advisors for the Optional Activity, SREB and PARCC have contacted states and invited them to participate in a transition course consortium. A set of transitional courses are already under development by several states and additional states are being provided an opportunity to make contributions in the course development and participate in related activities such as field-testing and teacher preparation. Louisiana has contacted SREB/PARCC and expressed an interest in forming a team and becoming a part of the transition course consortium. The Louisiana Office of Student Financial Assistance has also expressed an interest in working with the State team and would like to identify ways in which GEAR-UP schools and activities can be integrated into the transition course consortium activities.

Purpose of Optional Activity & College/District Partners

The purpose of the Optional Activity will be to bring together educators from state agencies, three local district/two-year college partnerships, and one university partner in Louisiana to contribute to the development and implementation of a clear set of innovative steps for high school seniors to take if they plan to pursue postsecondary education and have not obtained required ACT placement scores and/or other scores for entry into credit-bearing college mathematics and English courses. These steps will involve the use of content specific modules to fill identified gaps during students' senior year. These partners will join the SREB/PARCC transitional consortium and build upon work that is already occurring through SREB/PARCC regarding modules/bridge courses.

Representatives from the Louisiana Board of Regents, Louisiana Department of Education, Louisiana Office of Student Financial Assistance, Louisiana Community and Technical College System, and a minimum of three local district/community college partnerships will be identified to help plan, develop, and implement the SREB/PARCC transitional modules/courses. In addition, a minimum of one university that works with one or more of the three districts/community college will be identified. As such, a major focus of the optional activity will stem from faculty from each of the three district/two-year college partnerships providing the bulk of the technical support. Additionally, high schools currently participating in the GEAR-UP initiative in the three districts will first be approached about their faculty participating in the development, piloting and implementation of the modules/courses. If needed, additional high schools will be contacted in the three districts. High schools in each of the three local partnerships will be selected based upon the following expectations:

- Evidence of support from a partner two-year college to develop/pilot/support the 12th grade module/courses(s)
- Evidence of support from faculty in each of the three district/two-year college partnerships to engage with each other around the Common Core State Standards and otherwise collaborate to develop/pilot/support the 12th grade modules/courses(s)
- Depth of expertise of local high school faculty and two-year college faculty identified to develop/pilot/support the 12th grade modules/course(s) in the three partnerships
- Capacity to participate in plans to collect data to examine the impact of 12th grade modules/elective course(s) in the three partnerships
- Commitment of local two-year college and district leaders in the three partnerships to support the implementation of the activities within the specified timelines.

2. Desired Outcomes and Progress Indicators

The outcomes and progress indicators to be achieved for the Optional Activity by the end of the grant are the following:

- **Outcome:** K-12/postsecondary alignment to Common Core State Standards in:

➤ Academic courses/sequences

Progress Indicator: *Faculty from the three partnering school districts and two-year institutions in the local areas will contribute to the development of replicable 12th grade modules/course(s) through the SREB/PARCC transitional consortium that are aligned to the CCSS and ACT by July 31, 2013.*

Progress Indicator: *A “to be determined” number of students in the three local partnerships will participate in the 12th grade modules/course(s) that are aligned to the CCSS and ACT from August 1, 2013 to May 1, 2014.*

➤ Data and accountability

Progress Indicators: *Researchers will identify a minimum of 3 indicators by June 30, 2013 to compare the performance of a random sample of 12th grade students*

on placement tests after completing or not completing the model modules/course(s) that are aligned to the CCSS and ACT.

Progress Indicators: *A significantly greater number of students will obtain cut-off scores on the placement tests for entry into credit-bearing college English and mathematics courses after completing the model modules/course(s) when compared to students who did not participate in the modules/course(s).*

3. Management of CCSS Alignment/Assessment Activities

A team will be created to plan, monitor, and support the Optional Activity that will be composed of: the Core to College Graduate Intern; a minimum of one representative from the Louisiana Board of Regents, Louisiana Department of Education, Louisiana Office of Student Financial Assistance, and Louisiana Community and Technical College System; a minimum of one district and one two-year college representative from each of the three partnerships; and a minimum of one university partner. The Core to College Graduate Intern will work directly with other faculty from the three district/two-year college partnerships who will help to facilitate the implementation of the Optional Activity and contribute to the development of the 12th grade modules/course(s). In addition, high school and college faculty in the three partnerships will be trained to use the modules/courses. Contracts will be provided for the selected faculty to initially contribute to the development and later revision of the modules/course(s) based upon pilot results. During Year 3, the modules/course(s) will be piloted within the school districts and funds will be provided (1) for necessary resources to implement the modules/course(s), (2) to provide fees for participating students to retake the placement exams, and (3) necessary personnel to collect data, analyze the data, and report findings regarding the impact of the courses/modules.

4. CCSS Alignment/Assessment Activities

The following activities will be implemented during the next two years:

- **December 1, 2012 to July 31, 2013 (Year 2)**

- Designate the three district/community college partnership that will lead the Optional Activity work.
- For each partnership, conduct at least one convening of select high school faculty with select college faculty that teach entry level college courses to identify challenges to reaching college readiness by high school students and challenges to the successful transition of students from high school to college.
- Select faculty from each of the three partnerships to participate on the SREB/PARCC transitional consortium to contribute to the development of the 12th grade modules/course(s) (Persons Responsible: Selected State Personnel)
- Have faculty from each of the three partnerships work with the SREB/PARCC transitional consortium to contribute to the development of the 12th grade modules/course(s) (Persons

Responsible: Selected Post-secondary Faculty & Selected District Faculty)

- Identify indicators to measure impact of 12th grade modules/course(s) (Persons Responsible: State Personnel and Selected Researchers)
- Have faculty participate in a SREB/PARCC Teacher Development Workshop during summer 2013 to be trained to use the instructional methods needed to teach the courses effectively.

- **August 1, 2013 to May 31, 2014 (Year 2-3)**

- Pilot the 12th grade modules/course(s) in the three partnerships (Persons Responsible: Pilot Faculty)
- Collect data, analyze data, and report findings to examine impact of 12th grade modules/course(s) (Persons Responsible: Selected Researchers)
- For each partnership, conduct at least one convening of select high school faculty with select college faculty that teach entry level college courses to discuss the implementation of the new 12th grade modules/courses.

- **June 1, 2014 to July 31, 2014 (Year 3)**

- Revise 12th grade modules/course(s) based upon impact data and other data collected by the transitional consortium (Persons Responsible: Selected Two Year College Faculty, Selected District Faculty, & Pilot Faculty)
- Disseminate information about the modules/course(s) to other post-secondary institutions and districts (Persons Responsible: Louisiana Board of Regents, Louisiana Department of Education, Louisiana Office of Student Financial Assistance, and Louisiana Community and Technical College System)

- **August 1, 2014 to November 30, 2014 (Year 3 & Beyond)**

- Implement the 12th grade modules/course(s) across the state (Module/Course Faculty)

F. Budget Summary and Itemized List for Optional Activity

1. Funding Overview and Itemized List of Anticipated Direct Project Expenses:

The majority of the Optional Activity funds will be used to provide contracts and stipends to faculty in the three partnerships and researchers to develop/implement the 12th grade modules/course(s) and collect/analyze/report results once the 12th grade modules/course(s) are piloted. Funds will also be used to (1) pay for travel for faculty in the three partnerships to participate in a Teacher Development Workshop to deliver the modules/courses, (2) cover fees for seniors to retake the placement tests after completing the 12th grade modules/course(s), and

(3) to provide resources for Pilot Faculty in the three partnerships to deliver the modules/courses(s).

Items a-d in original budget plus the following:

- e. **Contracts for Optional Activity (Year 2: \$35,000; Year 3: \$30,000)**
Contracts to Post-secondary Faculty, District Faculty, and other personnel in the three partnerships to collaborate and engage locally and to develop and revise the 12th grade modules/course(s); contracts to researchers to collect data, analyze data, and report results.
- f. **Travel for Teacher Development Workshop (Year 2: \$5,000)**
Funds for faculty in the three partnerships to travel during summer 2013 to participate in a SREB/PARCC Teacher Development Workshop to be trained to use the instructional methods to teach the transitional courses.
- g. **Placement Test Fees (Year 3: \$5,000)**
Fees for high school students to retake the placement tests after completing the 12th grade modules/course(s).
- h. **Module/Course Resources (Year 3: \$5,000)**
Resources for Pilot Faculty in the three partnerships to implement the modules/course(s).